



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Deering High School

SAU: Portland Public Schools

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2010-2011 NCLB Report Card



School: Deering High School
SAU: Portland Public Schools
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	286	269	94	49	49	49	11	38	23	28	263	6
	2009-2010	288	271	94	46	45	47	10	36	28	25	265	6
Female	2008-2009	141	138	98	52	49	53	14	38	25	22		
	2009-2010	138	131	95	51	46	49	15	36	27	21		
Male	2008-2009	145	131	90	46	48	46	8	38	21	34		
	2009-2010	150	140	93	42	45	46	6	36	28	29		
Caucasian/White	2008-2009	216	204	94	60	62	50	14	46	21	19		
	2009-2010	216	206	95	54	55	48	14	40	29	17		
African American/Black	2008-2009	29	28	97	14	13	26	4	11	29	57		
	2009-2010	38	31	82	19	14	28	0	19	16	65		
Hispanic	2008-2009	11	10	91	10	16	38	0	10	50	40		
	2009-2010	6	6	100		29	42						
Asian or Pacific Islander	2008-2009	29	26	90	19	23	46	0	19	23	58		
	2009-2010	27	27	100	26	24	41	0	26	26	44		
American Indian or Native Alaskan	2008-2009	1	1	100			32						
	2009-2010	1	1	100			27						
Economically Disadvantaged	2008-2009	84	75	89	24	23	34	3	21	27	49		
	2009-2010	102	95	93	27	23	31	3	24	27	44		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	32	26	81	19	30	16	0	19	8	73		
	2009-2010	46	41	89	20	21	16	2	17	32	49		
Limited English Proficient	2008-2009	39	38	97	8	9	16	0	8	18	74		
	2009-2010	43	38	88	16	8	13	0	16	18	66		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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School: Deering High School
SAU: Portland Public Schools
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	286	277	97	36	37	42	5	31	26	38	271	6
	2009-2010	288	270	94	35	33	45	4	31	36	29	264	6
Female	2008-2009	141	140	99	38	35	41	6	32	27	35		
	2009-2010	138	131	95	37	31	43	7	30	35	28		
Male	2008-2009	145	137	94	34	38	43	4	31	24	42		
	2009-2010	150	139	93	34	35	47	2	32	37	29		
Caucasian/White	2008-2009	216	208	96	44	46	43	6	38	28	28		
	2009-2010	216	205	95	42	41	46	6	36	36	22		
African American/Black	2008-2009	29	28	97	4	4	16	0	4	7	89		
	2009-2010	38	31	82	13	8	22	0	13	29	58		
Hispanic	2008-2009	11	11	100	9	14	29	0	9	18	73		
	2009-2010	6	6	100		14	40						
Asian or Pacific Islander	2008-2009	29	29	100	24	25	52	0	24	28	48		
	2009-2010	27	27	100	19	20	51	0	19	37	41		
American Indian or Native Alaskan	2008-2009	1	1	100			21						
	2009-2010	1	1	100			28						
Economically Disadvantaged	2008-2009	84	79	94	16	16	26	4	13	24	59		
	2009-2010	102	94	92	18	16	28	0	18	38	43		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	32	26	81	15	21	12	12	4	12	73		
	2009-2010	46	40	87	8	12	14	0	8	43	50		
Limited English Proficient	2008-2009	39	39	100	5	7	19	0	5	18	77		
	2009-2010	43	38	88	11	6	16	0	11	32	58		

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Grade:	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	94	94	96	49	48	48	94	94	96	37	36	43	83	80	80
Caucasian/White	95	95	96	58	59	49	95	95	96	44	44	44			
African American/Black	*	91	94	18	14	27	*	91	94	9	6	19			
Hispanic	*	*	95	*	22	40	*	*	95	*	15	34			
Asian or Pacific Islander	*	96	97	24	25	44	*	96	97	23	24	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	93	94	94	26	23	32	92	93	94	17	16	27			
Students with Disabilities	89	90	92	18	25	16	87	88	91	11	17	13			
Limited English Proficient	88	90	93	13	9	14	88	90	91	7	6	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	17	15	37	6	12	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	7

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>